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ABSTRACT

A questionnaire was administered to all 1978 fall quarter student athletes at Ohlone College (California) to assess their goals and needs, and to find out to what degree student experience matched expectation. There was an 86% (N=85) response rate from the varsity men and women teams (volleyball, field hockey, soccer, water polo, and football). Most of the athletes were between 18 and 19 years of age, lived with their families, and were employed part-time. Most were seeking a four-year or higher degree and planned to continue with a full load winter quarter. Students overall reported positive experiences with their classes and instructors; however, 58% had never talked to an instructor about course work out of class. Over half of the students (60%) had little contact with the counseling department regarding future plans. Athletes also reported little use of the learning resources center. Studying was done on a limited basis, with few athletes studying on weekends. Generally, athletes came to Ohlone because of the coaching and most believed they had become better athletes. They reported receiving little support from their coaches during off-season. It was recommended that the coaching staff meet with faculty, counselors, and library staff to determine ways that services could become more useful to the student athlete. (Author/MB)

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A SURVEY TO DETERMINE TO WHAT EXTENT OHLONE COLLEGE IS MEETING THE NEEDS OF STUDENT ATHLETES

by

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Ohlone College

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DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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ABSTRACT

The purpose of this study was to give the athletic staff fresh knowledge about their students' goals and needs and to recognize the value of a periodic survey of student athletes by the athletic department that will assist coaches in their on-going planning.

A questionnaire was developed which was given to all 1978 Fall Quarter student athletes. There were seventy-three student athletes (86%) out of a possible eighty-five student athletes who participated in the survey. The purpose of the questionnaire was to survey student athletes about their goals and needs, and further find out to what degree the student's experience matches his/her expectations.

It was found that most athletes are between eighteen and nineteen years of age, live with their families, and are employed part-time. Most are seeking a four-year or higher degree and most plan to continue with a full load Winter Quarter.

Instructional: Students overall report positive experiences with their classes and instructors; however, fifty-eight per cent report they have never talked to an instructor out of class about course work.

Counseling: Over half of the students (60%) report that they have had little contact with the Counseling Department regarding future plans.

Learning Resources Center: Athletes report little use of this resource.

Studying: Studying is something that the athletes do on a limited basis. Few study on the weekends.

Athletic Experience: Generally, athletes come to Ohlone because of

the coaching and most believe they have become better athletes since coming to Ohlone College. Athletes report that they receive little support from their coaches during off season.

It was recommended that the coaching staff meet with faculty, counselors, and library staff to determine ways that these services of the College could become more useful to the student athlete. It was recommended that the Athletic Director and the coaches consider ways to improve staff and student support for home games. Finally, it was recommended that the survey be reviewed, changed if necessary, with the idea of using it on a regular basis to check student thinking. Such information will be useful, both in future planning and in development of supportive arguments for a continued strong athletic program.

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INTRODUCTION

Ohlone college Athletic staff needs to develop and implement a survey of its student athletes which will give the Athletic staff information about the goals and needs of their students and further help the staff ascertain to what degree the student's experience matches his/her expectations. The passage of Proposition 13 in California which cut property taxes dramatically (taxes which support the college) not only means a loss in revenues for the college, but it also means that the college must re-evaluate its own programs. At this time Board members, Administration, students, classified staff, faculty and community members are struggling to determine what changes and adjustments should be made. For instance, should any athletic programs be cut out? How helpful are these programs to the students, college, community? How is the student athlete doing at the college? How does he/she perceive his/her experience?

To make institutional decisions one must know the goals of students, know how school programs are impacting on students and know what students think about their overall college experience. At a time when the college is struggling to determine its future direction, such knowledge will be essential. Blocker, et. al. (1965:6) states:

> The two-year college--through the courses it teaches or fails to teach, through the manner in which it handles controversial areas, and through the emphasis and nature of the student activities it encourages--contributes to the concepts developed by its students concerning the duties of an adult citizen in a free society.

Dr. Don Rippey, Nova Societal Lecturer, stated, "A clear understanding of the various groups that make up the college is essential to making wise decisions which determine institutional growth." Dr. Dale Tillery, Professor of Education at the University of California, Berkeley, stated

in a speech to the West Coast Chaplains conference, September 28, 1978, "Changing beliefs about how to educate and who to educate is up for grabs. Our knowledge of our students has to be increased. Accurate knowledge about students is essential in establishing future policies for institutions." The Ohlone College Goals Report (1977:2) supports Dr. Tillery by stating:

> It has become increasingly challenging for the college, whose enrollment has increased more than six-fold since its founding in 1967, to meet the district's commitments; to promote educational experience which will enhance students' realization of personal goals; to offer programs meeting the educational needs of the community; and to ensure students' competency for entry into appropriate occupational fields, while maintaining respect for the uniqueness of each individual. What is needed is a set of objectives which are both operable and able to reflect the college's philosophy and goals.

In an interview Mr. Gus Guichard, the Executive Vice Chancellor of the California State Chancellor's office, stated that at this time four task forces have been set up by the Chancellor's office to review and produce recommendations on the following areas: Community College mission and function; Community College finance; governance and decision making; and Community College management. At the state level at this time the Chancellor's office is trying to develop some kind of knowledge flow about the 105 California Community Colleges so as to be able to make sound institutional decisions for their future. The purpose of this study is to: (a) give the athletic staff fresh knowledge about their students' goals and needs and (b) recognize the value of a periodic survey of student athletes by the athletic department that will assist coaches in their future planning and (c) give the athletic staff information that will help them develop sound arguments for their programs.

The purpose of the study was discussed with the Dean of Students, Director of Athletics, Coaching staff and athletes. The Dean of Students

in turn cleared the project with the President of the College and his management team.

A questionnaire was developed which was given to all 1978 Fall Quarter athletes. Seventy-three student athletes (86%) out of a possible eighty-five student athletes participated in the survey. The results of the survey were reviewed and discussed with the Coaching staff. It was considered important to find out how student athletes perceived the college experience, as well as athletic experience. Knowing this would help the coaches in their future planning. Given the timeline for the practicum, it was decided to select a study which focused on a manageable population to survey.

BACKGROUND AND SIGNIFICANCE

The October 18th issue of The Argus (1978:1) stated, "Ohlone College suffered its worst drop in registrations in its 12 year history, plummeting 17 per cent below last fall's figures. There are now fewer people attending Ohlone than at any time before the 1973-1974 school year, when the student population climbed to 6,064 in the spring term." This drop in enrollment, coupled with the passage of Proposition 13, a tax-relief measure which reduced property taxes by fifty-five per cent (revenues which represented half of the Ohlone College budget), had consequently forced the college to cut back its services to accomodate the loss of said revenues. In December, California Assemblyman Alister McAlister, whose district includes Ohlone College, wrote in his newsletter (1978:3):

> The real hard budget-cutting decisions must now be made. In this process there should be no sacred cows immune from fiscal restraints. Early childhood education, street lights, tuition-free higher education, courts, mentally gifted minor program, street sweeping, low class size, welfare, inter-scholastic sports and many others should be scrutinized closer than ever and required to prove their worth. And even where they are very worthwhile they must often expect to get by on less money.

So, with funding cutbacks, loss of student enrollment, and uncertainty surrounding the future financing of community colleges, it became clear that the Ohlone College Board of Trustees, administration, faculty, staff and students would have to begin to evaluate present programs and then consider where cuts in college programs should be made. With this in mind, the the Athletic Department began to discuss how they would address their future. It was known by the Athletic Staff that one College Board member was anti-athletics and has stated openly that the athletic programs were a luxury and only benefited a few students--thus

they should be eliminated. In addition, the coaches believed they had in the past received limited support for their programs from staff, students and the Fremont/Newark Communities. Other questions also evolved. How is the student athlete doing at college? How does she/he perceive her/his college experience? How do athletes rate their college athletic experience? What reasons brought them to Ohlone College to participate?

Why Athletics?

Ellis H. Champlin (1966:264) writes:

> The very freedoms we enjoy in American Democracy are based upon the individual right of every person to achieve his highest potential in terms of human dignity and the ability to serve himself and his fellows. Athletic games and sports, properly used, are very effective media for developing social fitness. They are practical educational laboratories for inculcating the kind of attitudes and habits so necessary for effective living with others.

According to Helen M. Star (1966:252-253):

> To sum up the objectives to be derived from a properly conducted program of "competitive athletics in American education," the following selected outcomes are indicated:
>
> Competitive athletics
>
> 1. provide an opportunity for youth to achieve the goals of total "fitness;"
> 2. serve as a means of motivation to wholesome, vigorous, challenging activities which can be used throughout life;
> 3. allow each one to develop skills in sports suited to their individual choice, interest and ability;
> 4. serve as a channel for enjoyment and satisfaction in sports and for testing and matching one's self or one's team against on opponent;
> 5. provide a wholesome means for release of tension, hostility, and the like, which is basic to good mental health of individuals.

To summarize these statements, the Education Policies Commission makes the following statement in School Athletics about the values of this program: "Participation in sound athletic programs, we believe, contributes to health and happiness, physical skill and emotional maturity, social competence and moral values."

In addition, the following statement is made in the report of the National Conference of 1959 on Youth and Fitness:

> One of the important aims of education is to provide opportunity and guidance which will enable youth to develop their potentialities and to receive experiences which will enable them to adjust in adult life. Toward this goal, athletics make a major contribution.

Louis E. Alley (1974:35) writes this about interscholastic athletics:

> Unquestionably, under the leadership of a wise and sensitive coach, such participation can be an extremely valuable and fulfilling experience. A boy can experience the vigor and physical exuberance enjoyed only by those who are physically fit. He can learn to work cooperatively as a member of a group striving for a common goal. He can learn that he must discipline himself to meet his responsibilities if the group is to achieve success. He can learn the value of group loyalty and group morale. He can gain recognition, prestige, peer acceptance and peer approval, all of which help him create a favorable self-image.

It was agreed by the coaches that good departmental decisions must in part be based on up-to-date knowledge of their students. According to John Ralston (1971:13):

> All too often in this era of stress and turbulence, the coach does not take the time nor effort to evaluate himself, particularly in terms of the athletes with whom he works. Educators generally agree that coaches should be judged by the same criteria as other members of the faculty. As long as forty-six years ago Knute Rockne recognized the coach's role as a teacher and expressed evaluations succinctly: 'The coach has to be a super teacher. He must see to it that the class learns what he has to teach. If he flunks half the class, he flunks with them. It is not what a coach knows, it is what he can teach his boys, what he can make them do.' (Knute Rockne, Coaching, 1925. p. 209.)

In order to keep athletics on a positive course, and able to enjoy the continued support of students, college and community, coaches must evaluate themselves and their programs on an ongoing basis. Ralph J. Sabock (1973:250) states:

> The implications for coaches are clear. Some possible considerations are as follows:

1. Coaches cannot take the existence of athletics for granted.

2. With the tax burden increasing within communities every year, school programs have met and will no doubt continue to meet resistance from the people who pay the bills.

3. Coaches must take the initiative to convince the citizens of a community that athletics are not a mere frill in a school program.

4. Coaches cannot assume that everyone values athletic competition.

Dr. Don Rippey, NOVA Societal Lecturer stated, "Society does not like to change, but in order for society to grow, it must listen to the voices of change." He pointed out in his lecture that the future of the Community College will be dependent on how well it listens to its students and community within which it serves. Harold Howe (1976:11) writes:

> Here again, however, education has a special problem. The time lag between new findings and changes in schools and colleges is totally different from the time lag between the discoveries in the physical sciences and their application to human affairs. The resistance of institutions to change accounts for part of this lag.

According to Robert Byrne and Edward Powell (1976:53):

> Feedback should be sought at each step in the community relations process. Educators and parents should continuously examine their progress toward program objectives. Surveys may be a good source of feedback, and can indicate directions for change.

Phillip A. Clark (1977:60) writes:

> There is a tremendous gap between what many community members want from their educational system and what they appear to be getting. This gap can be narrowed and bridged only when community members are intimately involved in the community's educational process.

If the college does not continue to evaluate its programs, it will leave itself defenseless against special interest groups and other pressure groups who are out for their own narrow benefit. Robert L. Breuder (1977:9) states:

> Transforming public desires and tax money into educational output requires first a clear determination of citizen needs and desires. Unfortunately, our collective choices and needs are rarely clear, especially when it comes to higher education.

> The absence of objectives and criteria for measurement has enabled special interest or pressure groups to modify existing goals for their own benefit which may have accounted for part of the lack of public pressure for measurement in the past.

The 70's will be a time when higher education will have to develop some very strong arguments for its existence. Alan Pifer (1976:11) says, "Clearly, in view of the wide-spread loss of public confidence in higher education, those who understand its importance and continue to put their faith in it must be prepared to reargue the case for it." K. Patricia Cross (1974:2) says about the decade of the 70's, "These will be years of self-study and evaluation." Dorothy M. Knoell (1976:25), writing about the strengths and weaknesses of community colleges says:

> The strength of the community colleges has been their ability to respond to state and local needs for new programs relatively quickly and without the infusion of new, special funds. Their weakness has been their inability to evaluate their success with successive groups of new students, except in terms of ever increasing enrollments of all types of students. Community colleges need to propose new criteria for evaluating student performance where persistance and grades are inappropriate, and to take steps to use new measures with the increasing numbers of new students who enroll.

Paul L. Dressel (1976:23) says of evaluation:

> Evaluation, viewed in the way I have described it in this chapter, is always forward looking. Each evalution provides evidence for adaptation, alteration, expansion, or complete recycling of programs. It can also provide evidence for recommendations about the next steps for individual students, about changes in faculty behavior, or about reallocation of resources."

But, in fact, little evaluation of programs and students has been carried out in the Community College system. According to Donald W. Robinson (1970:155), "It is axiomatic that dynamic programs of higher education require constant evaluation. Many college student personnel workers have long recognized this, but little evidence exists that

recognition has been followed by action." Blocker, et. al. (1965:106) report:

> Knowledge about students in the two-year college is quite sparse, except in relation to their academic abilities and achievements before and after transfer to four-year colleges. There are many studies of the test scores, average grades, and academic successes or failures of students, but this information does not provide a picture of the student as a person.
>
> Fortunately, this deficiency has been recognized by some students of the junior college. There are now a number of studies under way in universities and two-year colleges which promise factual and comprehensive information about students and their attitudes, aspirations, values and reactions to experiences in the freshman and sophomore years. 15:84
>
> Lack of evidence on student characteristics has been one of the major problems in the development of educational programs realistically geared to student needs. There has been a tendency to make the traditional assumptions about students--assumptions based upon preconceived ideas which are of questionable validity today.

A survey was designed for this study to determine to what extent Ohlone College is meeting the needs of student athletes. Its purpose is to: (a) give the athletic staff fresh knowledge about their students' goals and needs and (b) establish the value of a periodic survey of student athletes by the athletic department that will assist coaches in their future planning and (c) give the athletic staff information that will help them develop sound arguments for their programs.

PROCEDURES

A questionnaire, Appendix I, was developed, which was given to all members of five Fall men and women varsity teams (volleyball, field hockey, soccer, water polo, football). Seventy-three student athletes (86%) out of a possible eighty-five student athletes participated in the survey, a manageable group to study in a three-month period. Earlier in the practicum proposal, it was reported that 102 students would participate. However, due to a miscount, an incorrect population size was reported. The survey was divided into the following areas: student characteristics, instructional questions, counseling questions, Learning Resource Center questions, study habit questions, and athletic experience questions.

Reliability

The survey questionnaire was developed in cooperation with the coaching staff and Director of Athletics. The Coaches and athletes were asked to state what concerns they wanted information about. Individual interviews with all coaches and student team representatives were held. The questionnaire included questions about instruction, counseling, study habits, library, and athletics.

Validity

The questionnaire itself was pre-tested in order to make sure all questions were understandable. Twenty student athletes participated in the pre-test. They were members of a college orientation class which included only athletes. In addition to the pre-test, the questionnaire was given to the coaching staff for their review. Some typing errors

were found, and two additional questions were added (65 and 66).

The questionnaire and instructions were distributed to the players by the coaches. All responses were anonymous. Coaches retrieved questionnaires for collation. After collation of data, a meeting was held with the coaches to discuss results and recommendations.

RESULTS

Characteristics of Student Athletes (Appendix I)

Seventy-three student athletes (86%) out of a possible eighty-five student athletes participated in the survey. All members of the football team (34), field hockey team (11) and volleyball team (6) participated. Fifteen (65%) soccer players and seven (64%) water polo players returned questionnaires. Of the seventy-three athletes that participated, seventeen (23%) were women and fifty-six (77%) athletes were men. Fifty-four (74%) of the athletes were eighteen or nineteen years of age. Thirteen (18%) athletes were twenty or twenty-one years of age.

Seventy-one (97%) are single. Fifty-four (73%) athletes live with their families. Thirty-nine (53%) of the athletes are employed part-time while thirty-one (42%) are not enployed. Forty-nine (67%) are Caucasian, nine (12%) are Chicano, eight (10%) are native American and six (8%) are Asian. Fifty-five (75%) of the student athletes are "day only" students; fifteen (20%) are day and evening and three (4%) are evening only. Sixty-one (84%) students carry twelve to fifteen units, while another eleven (15%) carry more than fifteen units. Thirty-eight 52%) of our students are attending their first quarter at Ohlone College; twenty-six (36%) of our students have attended Ohlone College for two or more quarters. Sixty-one students (86%) have attended no other college but Ohlone College.

Thirty (41%) student athletes are undecided about their field of study. The fields of study chosen by students reflects a very broad range of fields (see question 11). Fifty-three (73%) students are seeking a four year or higher degree. Twelve (17%) athletes are undecided about

their educational goals. Seven (10%) are seeking two year degrees. After the athletic season is over, fifty-one athletes (70%) plan to continue classes with a full load; twenty (27%) students plan to continue classes with a part-time load. None indicated they would quit school after the season was over.

Instructional Questions:

These questions (1-14) focused on the student athletes experience in the instructional area.

Forty (56%) students reported they never had done badly on a quiz or exam because they were taking too many courses and twenty-six (36%) students only had done badly on an exam once or twice. Fifty-five (75%) students understood the grades they received while sixteen (22%) got grades that they couldn't understand once or twice. Thirty-eight (52%) students reported that they had an instructor who geared the course to the students' interests or abilities only once or twice. Twenty-two (30%) students reported that they never had an instructor who geared the course to their interests or abilities. At the same time, forty-one (58%) students reported that they never talked to an instructor out of class about course work.

Thirty-five (48%) have experienced boredom in class once or twice and twenty-three (32%) 3 times or more. Fifty-three (73%) students report they have never been in a class session more times than once or twice where the instructor was no more help than just reading the text would have been. Forty-seven (64%) students have once or twice had an instructor make something clear that they had trouble understanding before. Seventy (96%) students have never experienced more than once or twice a class that just went over material they already knew. Fifty-two (71%) students

have never felt more than once or twice that they were left behind in a course. Fifty-nine (80%) students report that they never have been in a class more than once or twice where they were unable to understand what was being taught.

Fifty-eight students (79%) indicate that they have participated in class discussions at least once if not 3 times or more. Forty-two (58%) have been in a class discussion which has once, twice and more times touched on a current social problem. Fifty-three (73%) reported that their classes moved at a good pace. Sixty-three (86%) students never, or more than once or twice, had a class assignment that was really only busywork.

Counseling Questions:

These questions (15-38) were asked to find out the student athlete's relationship with the counseling staff.

Twenty-eight (38%) student athletes have never during the quarter talked with a counselor for 15 minutes or more. Forty-two (58%) students have never looked through occupational information. Fifty-six (77%) students have asked a student for advice about what courses to take once, twice or three times or more. Sixty-five (89%) athletes once, twice or three times or more wondered whether the courses they were taking this quarter were really what they wanted. Forty-five (62%) students report they have never taken tests that helped them decide what kind of courses they wanted. Fifty-six (76%) never dropped a course because it wasn't giving them what they wanted. Forty-four (60%) athletes have never talked with a counselor about their future plans. Forty-seven (64%) have never had trouble taking a class because of prerequisites. Fifty-two (71%) athletes have never had trouble getting help from a counselor

for course planning. Thirty-four (47%) students have taken a required course once, twice or three times or more that they didn't want. Fifty-four (73%) students have never spent course time in or observing an actual job situation. Sixty (82%) students never got bad information about programs or courses from a college staff member this past quarter.

Forty-seven (64%) athletes reported yes/definitely yes that if they knew better what they wanted to do, they would get more out of college. Forty-two(58%) students state that they are not/definitely not doing poorly in their chosen major, while 22 (30%) are undecided. Thirty-five (48%) students state that there are enough courses for them that have much to do with life outside college, while twenty-one (29%) are undecided. Twenty-nine (40%) students agree the courses in their program are pretty standard, while twenty-five (34%) are undecided. Twenty-eight (38%) students can't wait to finish while thirty (41%) indicate they are in no hurry to finish and get out.

Twenty-one (29%) are undecided whether their courses are closely tied to their future job plans, while twenty-six (36%) believe (yes/definitely yes) their courses are tied closely to their future plans and another twenty-six (36%) believe(no/definitely no) that their courses are not tied closely to their future job plans. Thirty-three (45%) report yes/definitely yes that they are pretty sure about what they want to do when they finish here, while twenty-three (32%) are undecided and seventeen (23%) are not/definitely not sure about what they will do once they have finished Ohlone College.

Thirty-four (47%) believe they have not lost time toward a BA or BS degree because some of the courses they've taken won't count in a four year college. Twenty-five (34%) do believe they have taken courses

that will not count in a four year college. Forty-one (56%) report that their occupational plans have not/definitely not changed since they started at Ohlone. Twenty-one (29%) students answered that their occupational plans had changed while thirteen (18%) remained undecided. Twenty-six (36%) students were undecided as to whether required courses are good because they keep them from being limited to courses in their major field. Twenty-five (34%) believed required courses were good, while twenty-one (29%) reported them not to be good. Thirty-four (47%) reported that they do not have a hard time scheduling classes that do not conflict with their athletic practice., while thirty (41%) do have trouble scheduling classes that will not conflict with their athletic practice. Forty-seven (64%) answered that their instructors are yes/definitely yes helpful when they need help in making up work missed due to athletic commitments.

Studying/Learning Resources Center; (Appendix I)

The following questions (39-49) were asked about students' study habits and their use of the library at Ohlone College.

Library Resources Center: Fifty-five (75%) have been able to get a library book from the library, but fifty-five (75%) have never used a book from the library that they otherwise would have had to buy. Fifty-one (70%) student athletes have never had trouble using the library, as it is open when they need it.

Studying: Forty-one (56%) students have never received help on course work from a faculty member outside class. Forty-four (60%) students report that once or twice they have done badly in a quiz because they didn't have time to study. Forty-six (63%) students reported that they have never spent two hours or more studying with two or more other students. Thirty-three (45%) students answered that they have spent a half day or

more, once or twice, studying on a weekend, while twenty-five (34%) students never studied on a weekend.

Thirty-nine (53%) students have found, once or twice, they couldn't understand what they were studying even though they understood it earlier in class, while twenty-seven (37%) students had no trouble understanding what they were studying. Thirty-five (48%) reported that they had once or twice received help studying from another student. Forty-three (59%) athletes once or twice took time they should have spent in one course to catch up in another. Thirty-six (49%) of the athletes have never spent evening studying even though it wasn't necessary, while twenty-seven (37%) have done so once or twice.

Athletic Experience Questions: (Appendix I)

These questions were asked to find out what their athletic experience has been.

Thirty-one (42%) students came to Ohlone College to play on a varsity team and another ten (14%) came to play on a varsity team and receive an AA degree in an occupational area. Another seventeen (23%) came to college first and plays sports second.

Before coming to Ohlone thirty-five (48%) students were not contacted by other colleges and another twenty-nine (40%) were offered an opportunity to play at another college, but with no scholarship. Eight (10%) students were offered scholarships at 4 year colleges. Fifty-eight (78%) athletes were starters for their high school team. Thirty-one (42%) students reported that their high school preparation for college level sports was good, while nineteen (26%) reported their preparation to be excellent and another seventeen (23%) reported their preparation was fair.

Thirty-seven (50%) while in high school perceived the Ohlone athletic program to be good, while fifteen (20%) rated the program excellent and another eleven (15%) rated the program fair. Twenty-seven (37%) students stated that their high school coaches were high on the Ohlone Athletic Program, while another twenty-two (30%) reported that their coaches were aware of the Ohlone Athletic Program but did not encourage or discourage them from playing. Only four (5%) reported that their high school coaches were down on the Ohlone Athletic program.

Forty-three (59%) students chose to play athletics here because of the coaching staff. Another thirty-six (49%) students chose to play at Ohlone because of the opportunity to advance to the four year level of play and thirty-six (49%) students reported they chose to play here because of the opportunity to play. Sixty-five (89%) students reported that the athletic training they have received at Ohlone College has allowed them to become better players. Sixty-one (84%) students want to play athletics at both two year and four year colleges.

Forty (55%) students rate their athletic experience at Ohlone College to be good, while twenty-one (29%) students rated their experience as excellent. Thirty-one (42%) rated the facilities and equipment at Ohlone College to be good, while twenty (27%) students rated the facilities and equipment to be fair. Thirty-four (47%) report that during the times their sport is not in season their coaches do not help them with future academic and occupational plans nor with help to get a job. Seventy-two (99%) students reported correctly that one of the athletic eligibility rules was to attend class regularly and carry and pass 12 units of work. Fifty-five (75%) students reported correctly that in any subsequent quarter when not competing an athlete who enrolls as a full time

student must complete at least 12 units of work.

Twenty-five (34%) stated that their parents attend half their games; twenty-two (30%) reported that their parents attend all their games and another twenty-five (34%) reported that their parents attend none of their games. Fifty-five (75%) said they should be playing first string. Fifty-two (71%) students reported that they play first string.

Thirty-five (48%) students rated the support at home games by students and college staff to be poor, and another twenty-three (32%) rated student and college staff support to be fair. Fifty-six (77%) students reported that their families approve of their participation in sports. Fifty-nine (80%) state that their friends approve of their participation in athletics. Forty-one (56%) report that most of their best friends are not on the team. Sixty-three (86%) stated that their team's record did not influence the way they answered the survey.

DISCUSSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The athlete of Ohlone College is between eighteen and nineteen years of age (74%), lives with their families (73%) and is employed part-time (53%). Most are Caucasian (67%) and most are "day only" students (75%) and carry 12 to 15 units (84%). Most (52%) are attending their first quarter at Ohlone College, and most (86%) have attended only Ohlone College. The majority (73%) of students are seeking a four year or higher degree. When the athletic season is over, most (70%) plan to continue classes with a full load.

Instructional

Students overall seem to report positive experiences with their classes and instructors. However, 58% of the athletes report that they have never talked to an instructor out of class about course work. Good relationships with instruction can be helpful to students.

Counseling

A good number of students (60%) report that they have had little contact with the Counseling Department regarding future plans, and 38% of the student athletes have never talked with a counselor during the quarter. Student athletes seem somewhat unclear about why they are at college and where they are going. The students seem pleased with the classes they are taking, and their occupational plans have not changed since they have come here. Most seem to have no trouble in finding classes that will not conflict with athletic practice, and 64% of the students find their instructors to be helpful when they need help in making up work missed due to athletic commitments. In general, students report that their contact with the counseling department is limited and that they seek out fellow students (77%) for advice about courses to take. As for their edu-

cational goals, on one hand 89% of the students report that they wondered whether courses they were taking this Fall quarter were really what they wanted, and a good number (58%) had never looked into occupational information during the quarter. On the other hand, students reported they liked their classes (76%) and instructors (64%). Increased contact with the counseling department especially in the areas of future occupational planning would appear helpful for student athletes.

Learning Resources Center

This resource appears to be one that the student athlete uses little, but for those that do, they report easy availability of the Center. Coaches and Learning Resources staff might meet and look at ways they can help students better understand the value of this resource.

Studying

Forty-one (56%) of the students have never received help on course work from a faculty member outside class. Students report that they don't study much on the weekend (79%), nor do many study (49%) unless it is required. Coaches and counselors should meet and discuss ways in which student athletes could be assisted in strengthening their study skills and class preparation.

Athletic Experience

The responses to questions suggest that student athletes are four year bound students and overall are very satisfied with their athletic experience here at Ohlone College this past Fall quarter. Fifty-eight (78%) were first string athletes at the high school they attended before coming to Ohlone. While in high school thirty-seven (50%) rated the Ohlone College athletic program good, but sixty-five (89%) students reported that the athletic training they have received at Ohlone College has allowed them to

become better players. Sixty-one (84%) would like to play athletics at a four year college. Sixty-one (84%) student athletes rated their athletic experience at Ohlone to be either good or excellent. Most athletes reported correct answers to the athletic eligibility questions. Finally, there are two areas that merit some consideration. First, thirty-four (47%) of the student athletes report that during the times their sport is not in season, their coaches do not help them with future academic or occupational plans or job help. Coaches may want to meet with counselors and work out some program in this area. Secondly, fifty-eight (80%) of the student athletes rate student and college staff support at home games to run from fair to poor. The Director of Student Activities and other student government people should meet to review what student athletes have reported and consider ways to be more supportive of the various athletic teams.

Recommendations:

1. Coaches should impress on students the value of establishing good working relationship with faculty.

2. Coaches through their athletic director should continue to develop better understanding of their programs with faculty so faculty can become more supportive of students.

3. Coaches and counselors should meet to work out a program which will allow greater contact between athletes, counselors and career planning resources. Students indicate ambivalence regarding their future plans. Making use of existing college resources, i.e., counselor and personal development classes, will help students achieve their academic goals.

4. The Learning Resources Center staff and coaches should meet to

establish ways of helping the students and athletic department. The library has a number of materials on coaching as well as audio visual resources that coaches can use with students. Students need help in knowing how to use the Learning Resources Center and how the Center can be an important resource as they work toward their academic goals.

Studying

It is recommended that the coaching staff and those responsible for tutoring and study techniques classes discuss ways to help student athletes achieve better study skills.

Athletic Experience

It is recommended that the coaches meet with staff in Career Planning and Job Center to work out ways to provide better support for their athletes.

It is recommended that the Athletic Director, Director of Student Activities review the low ratings students give to student and staff regarding support of their home games. It is recommended that the Athletic Director with coaches, consider ways to improve community support for the various athletic teams.

It is recommended that this survey questionnaire be reviewed by coaches, changed if necessary with the idea of using it on a regular basis to gain information that will help the coaching staff in its efforts to strengthen what appears to already be a good athletic program.

Finally, the study indicates that student athletes are satisfied with their educational experience and more specifically, they are satisfied with their athletic experience. This knowledge will be useful to the Athletic Department as it prepares its case to defend itself against budget cuts brought about by Proposition 13. The Athletic Department

has, by listening to those it serves, attempted to comply with the institution's philosophy to promote educational experience which will enhance students' realization of personal goals, and to offer programs meeting the educational needs of the community.

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APPENDIX I

ATHLETIC SURVEY

STUDENT ATHLETE REACTIONS TO COLLEGE

Fall, 1978

Please mark only one choice (unless otherwise indicated) for each item on the following pages. Try to respond to every statement. You are urged to be candid in your remarks. Information for this survey will be used by the athletic staff for future planning. Knowing the thinking of the student athlete is very important to the school. Please return to John Baker in the Counseling office.

CHARACTERISTICS OF STUDENT ATHLETE

1. Sport
   - Field Hockey _____
   - Football _____
   - Soccer _____
   - Volleyball _____
   - Water polo _____

2. Sex (check one)
   - Male _____
   - Female _____

3. Age
   - Under 18 _____
   - 18 - 19 _____
   - 20 - 21 _____
   - 22 - 24 _____
   - 25 - 29 _____
   - 30 - 39 _____
   - 40 - 59 _____
   - 60 or older _____

4. Marital status
   - Single _____
   - Married _____
   - Widowed, divorced or separated _____

5. Living with parents
   - Yes _____
   - No _____

6. Employment
   - Not employed _____
   - Employed part-time _____
   - Employed full-time _____

7. Ethnic group

Red, American Indian, Native American _____
Black, Afro-American _____
Brown, Chicano, Mexican-American, Latino, Hispano-American _____
Yellow, Asian, Oriental _____
White, Caucasian

8. When do you have your classes?

Day only _____
Evening only _____
Day and evening _____

9. For how many class hours or credit hours are you enrolled?

Less than 8 _____
8 - 11 _____
12 - 15 _____
More than 15 _____

10. a. How many previous quarters have you been at this college?

None; this is my first _____
One _____
Two or more _____

b. How many at another college:

None _____
One _____
Two or more _____

11. What is your major course or field of study?

Undecided _____
Applied arts (photography, fashion, interior design) _____
Fine arts (sculpture, theater, music) _____
Business (accounting, marketing, secretarial, hotel and restaurant services) _____
Communication (broadcasting, journalism, public relations, advertising) _____
Public services (police science, public administration, social welfare, transportation) _____
Behavioral sciences (sociology, psychology, anthropology) _____
Social sciences (economics, political science, history) _____
Physical sciences (chemistry, biology, mathematics, physics) _____
Natural resources (agriculture, landscape technology, wildlife management) _____
Engineering or architecture _____
Technology (data processing, engineering technology, drafting, optics) _____
Trade and industry (auto mechanics, plumbing, carpentry, machinist) _____
Home Economics (clothing and textiles, dietetics, home management) _____

Personal services (food technology, cosmetology, child management) ____

Health services (medical technician, nurse, physical therapist) ____

Education (elementary, secondary, special) ____

Liberal arts and humanities (languages, literature, ethnic studies, philosophy) ____

Other - (please state) _____ ____

12. What is your educational goal?

Four-year or higher degree ____

Two-year degree ____

Certificate ____

Neither a degree nor a certificate ____

Uncertain ____

13. When the athletic season is over what do you plan to do?

Quit school ____

Continue classes with full load ____

Continue classes with part time load ____

	Not at all	Once or twice	3 times or more
I. During the present school term I have . . .			
1. done badly in a quiz or exam because I was taking too many courses	____	____	____
2. got a grade (on a test, paper, or other class work) that I couldn't understand the reason for	____	____	____
3. had an instructor who geared the course to the students' interests or abilities	____	____	____
4. talked for at least 30 minutes with an instructor outside of class about coursework	____	____	____
II. During the past two weeks I have . . .			
5. been bored in class	____	____	____
6. been in a class session where the instructor was no more help than just reading the text would have been	____	____	____

		Not at all	Once or twice	3 times or more
7.	had an instructor make something clear that I'd had trouble understanding before	____	____	____
8.	been in a class that just went over material I already knew	____	____	____
9.	felt left behind in a course	____	____	____
10.	been unable to understand what was being taught in class	____	____	____
11.	participated in a class discussion	____	____	____
12.	been in a class discussion that touched on a current social problem	____	____	____
13.	felt frustrated because the class wasn't moving fast enough	____	____	____
14.	had a class assignment that was really only busy-work	____	____	____

III. During the present college term I have . . .

15.	talked with my counselor for 15 minutes or more	____	____	____
16.	looked through occupational information to learn about job possibilities when I finish college	____	____	____
17.	asked a student for advice about what courses to take	____	____	____
18.	wondered whether the courses I was taking were really what I wanted	____	____	____
19.	taken some tests that helped me decide what kind of courses I want	____	____	____
20.	dropped a course because it wasn't giving me what I wanted	____	____	____

		Not at all	Once or twice	3 times or more
21.	talked with a counselor about my future plans	____	____	____
22.	been unable to take a course I wanted because I didn't have the prerequisites	____	____	____
23.	been unable to get help I needed with course planning from a counselor or adviser	____	____	____
24.	taken a required course I didn't want	____	____	____
25.	spent course time in or observing an actual job situation	____	____	____
26.	got bad information about programs or courses from a college staff member	____	____	____

		Definitely not	No	?	Yes	Definitely yes
IV	In general . . .					
27.	if I knew better what I wanted to do I could get more out of college	____	____	____	____	____
28.	I may have to change my major because I'm not doing too well in the one I'm in	____	____	____	____	____
29.	there aren't enough courses for me that have much to do with life outside college	____	____	____	____	____
30.	in the program I'm in, the courses are pretty standard, there's not much question about what to take	____	____	____	____	____
31.	I can't wait to finish and get out	____	____	____	____	____
32.	my courses are pretty closely tied to my future job plans	____	____	____	____	____
33.	I'm pretty sure about what I want to do when I finish here	____	____	____	____	____

	Definitely not	No	?	Yes	Definitel yes
34. I've lost time toward a BA or BS degree because some of the courses I've taken won't count in a four-year college	____	____	____	____	____
35. my occupational plans have changed since I started here	____	____	____	____	____
36. the required courses are good because they keep me from being limited to courses in my major field	____	____	____	____	____
37. I have a hard time scheduling classes that do not conflict with my athletic practice	____	____	____	____	____
38. my instructors are helpful when I need help in making up work missed due to athletic commitments	____	____	____	____	____

	Not at all	Once or twice	3 times or more
V. During the present term I have . . .			
39. received help on coursework from a faculty member outside class	____	____	____
40. done badly in a quiz because I didn't have time to study	____	____	____
41. spent two hours or more studying with two or more other students	____	____	____
42. been unable to get a library book I needed because it was checked out	____	____	____
43. used a book from the library that I otherwise would have had to buy	____	____	____
44. been unable to use the library when I needed to because it wasn't open	____	____	____
45. spent half a day or more studying on a week-end	____	____	____

	Not at all	Once or twice	3 times or more
46. found I couldn't understand what I was studying even though I understood it earlier in class	_____	_____	_____
47. received help studying from another student	_____	_____	_____
48. took time I should have spent in one course to catch up in another	_____	_____	_____
49. spent an evening studying even though I didn't have to	_____	_____	_____

ATHLETIC EXPERIENCE

50. My main reason I came to college was to

_____play on a varsity team
_____play on a varsity team and prepare for a four year college
_____play on a varsity team and receive an A.A. degree in an occupational area
_____come to college first and play sports second

51. Before coming to Ohlone

_____I was offered a scholarship at another 4 year college
_____I was offered an opportunity to play at another college, but with no scholarship
_____I was contacted by no other colleges

52. Before coming to Ohlone

_____I played on no varsity sports
_____I was a starter for a high school/or college team
_____I played, but not as a starter

53. My high school preparation for college level sports was

poor_____ fair_____ good_____ excellent_____

54. While in high school, I perceived the Ohlone Athletic Program to be

poor_____ fair_____ good_____ excellent_____

55. My high school coaches were

_____high on the Ohlone Athletic Program
_____knew little about it
_____down on the Ohlone Athletic Program
_____aware of the Ohlone Athletic Program, but did not encourage or discourage me from playing

56. I chose to play athletics here because of the (please mark those which are appropriate)

_____ 1. Coaching

_____ 2. Facilities and equipment

_____ 3. Opportunity to advance to the four year level of play

_____ 4. Academic reasons

_____ 5. Financial reasons

_____ 6. Occupational reasons

_____ 7. Opportunity to play

_____ 8. Free meal money, shoes, and socks

_____ 9. Exposure to professional team scouts

_____10. other (please explain) _____

57. The athletic training I have received at Ohlone has

_____allowed me to become a better player
_____not helped me develop to a better level
_____evidenced no change in my level of play

58. I want to play athletics

_____only at the two year college
_____both two year and four year college

59. My athletic experience at Ohlone College is

poor_____ fair_____ good_____ excellent_____

60. Facilities and equipment at Ohlone College are

poor_____ fair_____ good_____ excellent_____

61. During the times my sport is not in season, my coach

_____helps me with my future academic and occupational plans
_____helps me get a job
_____both of the above
_____none of the above

62. The athletic league eligibility rules require that a student must

_____attend class regularly, carry and pass 12 units of work
_____attend class regularly, carry and pass 10 units of work
_____no reference to attendance or unit load is made in athletic eligibility rules

63. In any subsequent quarter when not competing, an athlete who enrolls as full-time student must complete at least

12 units_____ 10 units_____ not sure_____

64. My parents attend

_____all my games
_____half of my games
_____none of my games

65. I should be playing

_____first string
_____second string
_____third string

66. I presently play

_____first string
_____second string
_____third string

67. The support at home games by students and college staff is

poor_____ fair_____ good_____ excellent_____

68. My family _____approves/_____disapproves/_____indifferent about my participation in athletics.

69. My friends (peers) _____approve/_____disapprove/_____indifferent about my participation in athletics.

70. Most of my best friends are on my team. _____Yes _____No

71. Did your team's record influence the way you answered the survey

_____Yes _____No

Please feel free to comment about this survey and about any aspect of your Ohlone College experience.

Thank you

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 23 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES